DOCUMENT RESUME

ED 184 635 JC 800 193

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TITLE The Humanities Curriculum in Washington's Two-Year Colleges.
INSTITUTION Center for the Study of Community Colleges, Los Angeles, Calif.
PUB DATE [80]
NOTE 25p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Advanced Courses; Anthropology; Art Education; *College Curriculum; *Community Colleges; Courses; Credit Courses; *Curriculum Evaluation; Ethnic Studies; Film Study; History Instruction; Human Geography; Humanities; *Humanities Instruction; Interdisciplinary Approach; Introductory Courses; Literature; Minicourses; Music Education; Non Credit Courses; Philosophy; Political Science; Scheduling; Second Language Instruction; *State Surveys; Theater Arts; Two Year Colleges
IDENTIFIERS *Washington

ABSTRACT

A study was conducted by the Center for the Study of Community Colleges to determine the different emphases and program strengths within the humanities curricula at the 27 Washington State community colleges. Information contained in the Fall 1979 class schedules of the colleges was used to evaluate the following disciplines: history/appreciation of art; history/appreciation of music; history/appreciation of film and theater; cultural anthropology; cultural geography; foreign languages (including English as a second language); literature; history; philosophy; political science; interdisciplinary humanities; and ethnic studies. Remedial or adult basic education courses were excluded. Study findings include the following: (1) 894 credit courses and 1,222 sections were offered within the humanities curricula; (2) 95 non-credit courses were offered for personal enrichment; (3) foreign languages made up 26.6% of the humanities courses, followed by history (17.5%), literature (13%), and philosophy (8%); (5) the more extensive humanities programs were offered at the larger colleges; and (6) most humanities curricula duplicated those found in four-year institutions. The study report contains an analysis of the curricular strength of each discipline based upon the number of institutions offering courses in the discipline and the number of courses and sections they offer. (JP)

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THE HUMANITIES CURRICULUM IN WASHINGTON'S TWO-YEAR COLLEGES

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THE HUMANITIES CURRICULUM IN WASHINGTON'S TWO-YEAR COLLEGES

This is a report on the curriculum prepared by the Center for the Study of Community Colleges as part of its work on the "Revitalizing the Humanities in the Community College" project funded by the National Endowment for the Humanities. An overall view of the humanities curriculum in the 27 community colleges of Washington was obtained through the use of each institution's Fall 1979 class schedule. The subject disciplines included were those that fall under the rubric of the National Endowment for the Humanities: history/appreciation of art; history/appreciation of music; history/appreciation of film and theater; cultural anthropology, cultural geography; foreign languages (including English as a Second Language); literature; history; philosophy; political science (including jurisprudence courses concerned with history and/or law); interdisciplinary humanities; and ethnic or area studies. Courses were placed in the disciplines designated by the college itself. Thus, if a college offered a course in Litcrature by Black Women as literature (rather than as ethnic studies or women studies), it was counted as a literature course. Or if a college placed a Western Civilization course under humanities or social science rather than history, it was considered a humanities or social science course. All the college level courses and all sections of the courses were included. Courses that were labeled as Adult Basic Education or whose description indicated that they were remedial or on a high school level were excluded. The only exception were the English as a Second Language courses, and here all courses were taken regardless of level.

Courses were categorized into three groups: scheduled credit courses, non-scheduled credit courses, and non-credit courses. Non-scheduled credit courses do not have a fixed time for meeting and are primarily those classes offered as seminars, special topics, special projects, independent study, and T.V. or newspaper courses. Non-credit courses are primarily those courses offered under the Community Services Division for personal enrichment rather than for credit. A total of 894 credit courses and 1222 sections within the humanities disciplines were listed in the Fall 1979 class schedules. These included both scheduled and non-scheduled courses. In addition, 95 non-credit courses were available mainly in foreign language/ESL. However, these figures do not reflect either course or section cancellation. A previous Center study on humanities courses (1977)* indicated that about eight percent of the sections were cancelled primarily because of lack of enrollment. When enrollments for courses and sections are received from all the campuses, the numbers that are reported here will be adjusted for cancellations.

The body of this report discusses the curriculum within the humanities disciplines and the different emphases and program strengths among the 27 colleges. In past studies the Center has found that two indicators of humanities curricular strength are the number of institutions offering courses in each of the disciplines and the number of courses and sections within each discipline. Based on these two criteria the strongest disciplines in Washington are: first, foreign languages; second, history; and third, literature.

*"An Analysis of Humanities Education in Two-Year Colleges: Phase IV" Project funded by the National Endowment for the Humanities.

Foreign Language

The number of foreign language courses, the levels available, and the ways in which they are offered (scheduled, non-scheduled, non-credit) varied considerably among the institutions. However, at least one foreign language course was scheduled in every school. There were 160 scheduled credit courses and 21 non-scheduled courses for a total of 258 sections plus 62 non-credit courses offered in Fall 1979. When the ESL courses are also included, the foreign language area was by far the strongest making up 26.6 percent of all the credit courses offered in the humanities.

No ESL was offered at Spokane, Green River, Gray's Harbor, or Clark. Centralia and Wenatchee each had one course with one section. However, among the other institutions there were 57 credit courses with 121 sections and 20 non-credit courses in ESL. Seattle Central had the largest program with 14 courses and 42 sections, followed by Shoreline with 8 courses and 20 sections, and then Whatcom with 6 courses and 8 sections.

Spanish is the most popular language in Washington's two-year colleges. This was also true in the Center for the Study of Community College's 1977 nationwide study. Although two colleges, Spokane and Gray's Harbor, did not offer Spanish, 64 scheduled and non-scheduled credit courses and 98 sections were listed among the other institutions. Next in popularity was French, with 52 credit courses but considerably fewer sections (72), followed by German with 45 credit courses and 64 sections.

Both the number of languages and the different levels available within languages varied considerably among the institutions. The most limited offerings were at Spokane with one beginning French class, and South Seattle with two different Spanish courses. The latter institution did, however, offer French and German conversation in the community services non-credit program. Lower Columbia and Edmonds each offered an elementary French and an elementary Spanish course, but more sections of Spanish were available at Edmonds. Whatcom had one elementary German and one elementary Spanish; the same languages were offered at Peninsula but with two levels in each - an elementary and an intermediate.

Bellevue had one of the largest foreign language programs with four levels of French and six sections, four levels of German and five sections, and two levels of Spanish and three sections. In addition, fifteen non-credit courses in conversational French, German, Spanish, as well as Chinese, Italian, Swedish, Russian, and Japanese were available. Highline, Spokane Falls and Shoreline all offered several sections of two levels of French, Spanish and German; and again all enriched their language programs with a number of non-credit conversational courses in the above languages, as well as several others. In addition to French, German, and Spanish, credit courses in Chinese, Italian, Japanese, and Russian were offered at Clark College; Russian I and II and Japanese conversation were offered at Columbia Basin; Everett offered two levels of conversational Japanese and Russian conversation; and Skagit Valley offered Swedish and Croatian.

Tacoma had the largest number of Spanish courses, with eight elementary Spanish sections, four more specialized courses, and three non-scheduled literature courses. The variety in Spanish was not duplicated in either German or French. In fact, French for credit was available only on a non-scheduled basis. This institution also offered a number of non-credit conversational courses in eight different languages. Yakima, too, provided a number of different Spanish courses and sections for students interested in that language as well as three levels of German and a three level French credit conversation series which is looked upon as the equivalent of French I.

History

In history there were 138 scheduled credit courses, 19 non-scheduled courses, and a total of 210 sections for Fall 1979. History courses, therefore, constituted 17.5 percent of all humanities courses offered. However, these figures include only those courses designated by the colleges as history. Certain institutions placed courses with history content under a humanities rubric; others placed them under a social science heading; and still others placed them within ethnic studies. The institution's designation was followed in categorizing classes by discipline, except for Shoreline where a number of courses were double listed as ethnic studies and history. These courses were categorized by Center staff under ethnic studies. Only two schools offered history on a non-credit basis - Shoreline with Herstory and Tacoma with a course in Geneaology.

U.S. history and western/world civilization survey courses remain the backbone of the history curriculum. All the colleges offered at least one U.S. history course, either a complete survey or a survey of a given time period (to 1840, to 1865, after 1877). All but three colleges - Olympia Technical, South Seattle, and Green River - offered a course entitled World or Western Civilization or offered a course whose content duplicated the western civilization course. Multiple sections of these two courses were scheduled in a number of colleges. The heavy reliance on these two survey courses is one indication of the transfer or degree orientation within the history curriculum. Big Bend and Columbia Basin offered a minimal history program with one course in each of the aforementioned areas.

State or local history was the next largest area with 16 colleges offering a course in Pacific Northwest, Washington, or even more specialized local history. At Clark, Gray's Harbor, and Spokane, courses in U.S., world civilization, and state or local history constituted the entire history curriculum.

After the basic three courses, the number of offerings varied among the institutions from four or five courses, frequently with multiple sections, to Highline's fourteen courses. The subject matter in these offerings would seem to be dictated, at least in part, by the interests and expertise of the instructors at the different colleges. In addition to a U.S. survey course, Highline with its very large history program offered four courses in American history, each focusing on a specific time period, (i.e., the Westward Movement), and also had

two courses dealing with people in history. Whatcom offered two courses that were considerably different from those found at any other institution - "Dissent in America" and "Christianity and the Political Scene." While Peninsula and Green River each had a course in current history, Olympia Technical and Highline offered geneaology.

The diversity in offerings was apparent in terms of courses available in the history of other world regions. Eight colleges offered a course on the Far East; however, three of these dealt only with China. Fort Steilacoom had both a course on modern China and one on the history of the USSR. Bellevue, also, had a course on the history of the USSR, and Walla Walla offered the "Communist Revolution". The latter course, like Fort Steilacoom's offering "20th Century Dictators", would involve several world regions. All three Seattle campuses and Everett had a course in European history, and Latin American history was available at Peninsula and Wenatchee. Shoreline was the only college with a course on the history of the Middle East. Afro-American history was offered at Bellevue; it was, however, also available at Shoreline but under ethnic studies. History courses on special groups (i.e., minorities, women, and labor unions) were offered at nine colleges. Courses with similar subject matter were offered through other departments in other colleges.

Seven schools took advantage of the T.V. course "Connections" and offered it under history. Fort Steilacoom, Olympia Technical, and Olympic presented it as a scheduled class while the others used it on a non-scheduled basis. Three other schools - Shoreline, Wenatchee, and Green River - utilized the course but under different disciplines.

Literature

Literature was the third largest humanities discipline, comprising 13 percent of the total curriculum. In this discipline there were 112 scheduled credit courses, 5 non-scheduled courses, and a total of 136 sections. As with history, literature was almost never presented on a non-credit basis; only Edmonds and Tacoma each had one course.

The predominant course was the survey course, offered under such various formats as Introduction to Literature, Survey of American Literature, Survey of English Literature, and Survey of World Literature. Over a third of all literature courses scheduled fell into this category. A number of colleges offered two or more such survey courses, and only Tacoma and Wenatchee did not have a single survey course. Genre courses (fiction, drama, poetry, the short story) were the next largest category offered. The basic literature curriculum, therefore, continues to consist of one or more survey courses plus one genre course. Such traditionalism in the literature curriculum seems to indicate that it is designed primarily for transfer or degree-oriented students; few efforts have been made to adapt literature to the concerns and issues affecting a more diverse student population.

The range of literature courses available was from two at Lower Columbia, South Seattle, and Spokane to eight at Clark and Columbia Basin. Beyond the basic survey and genre course, the other courses available can be grouped into six categories: European Literature or literature of a particular European country (i.e., Russian literature); literature of special groups (women, children, minorities). Bible as literature; authors (either a single author such as Shakespeare or major authors of a country); contemporary or popular

literature (science fiction, best sellers); and theme courses (i.e., "Loss of Innocence"). The number of courses in these categories varied. In group literature there were twelve courses (although Shoreline also offered some within ethnic studies) while four theme courses were offered. As with the history courses, the categories available in a given college in literature seemed to be as much a factor of instructor interest as student demand. For example, science fiction was only available at Yakima and only North Seattle offered a mythology course. It does not seem reasonable that the interest in these topics is exclusive to students attending these two schools. Surely instructor initiative and effort played a role in placing these courses in the curriculum.

Fort Steilacoom utilized two BBC T.V. programs for literature courses - "The Six Wives of Henry VIII" and "Elizabeth R". In addition, literature was included with history and political science there in an interdisciplinary course offered on a non-scheduled basis. Shoreline placed the T.V. program "Connections" within literature on a non-scheduled basis.

Philosophy

Philosophy formed the fourth largest area in the humanities with 66 scheduled credit courses, six non-scheduled courses and 98 sections. It was also available in every institution. This certainly was not the case in the 1977 Center study where nationwide a philosophy course was only offered in 64 percent of the colleges. The most frequent - and in eight schools the only - offering was an introductory course. Fourteen colleges also offered an introductory logic course, making it the next most frequent. A course in ethics

was available in nine schools, and a philosophy of religion was offered in seven. Interestingly, Olympia Technical utilized the T.V. program "The Long Search" as its only philosophy course.

Only one philosophy course was available in nine of the colleges. A tenth school, Skagit Valley, had only one scheduled philosophy class, but three other courses were open to students on an individualized non-scheduled basis. Of the four schools with two philosophy courses and the eight colleges with three philosophy courses, most offered the aforementioned course types; courses on special topics or issues were rare. Green River had the largest curriculum with seven courses and an independent study, and it was the only school to offer a course on "Death and Dying." A number of two-year colleges in other states have had considerable success with philosophy courses on this topic and have involved students in various allied health programs and other technical areas in such a course.

The philosophy curriculum appears very traditional in its orientation with most of the courses offered duplicating those found in four-year institutions. Very few courses have been introduced to appeal to the more specialized interests within various technical-occupational programs or to philosophic issues confronting an extremely heterogeneous student clientele.

Political Science

Although nationwide data indicated that political science was offered in a larger percentage of two-year colleges than any other humanities discipline,

this was not true in Washington. Three colleges - Centralia, Gray's Harbor, and Olympia Technical - did not offer any political science course. Sixty-six scheduled credit and six non-scheduled courses were available statewide with 90 sections. Four non-credit courses were also offered, all in the area of jurisprudence. Political science, like philosophy, made up eight percent of the humanities curriculum. However, since it was not offered in every college and since only 90 sections were available compared to 106 in philosophy, political science was considered the fifth largest discipline.

American government was the most frequent offering within the discipline. This was also true nationwide in 1977. But whereas in the national study the next most frequently offered course was one in state and local government, in Washington such a course was less frequently offered than both an introductory survey and a course in international relations. From the above emphasis it appears that the political science curriculum is also primarily structured to meet degree requirements for the Associate of Arts degree and/or transfer institutions.

Three colleges had one course available and seven offered two courses. Bellevue offered five scheduled classes; Skagit Valley had four scheduled courses and two non-scheduled seminars available; and Clark expanded its three scheduled courses with individualized special projects and with a non-scheduled conference on the United Nations. Some topical courses were available at the latter three colleges because of their larger curriculum.

Other Disciplines

History and appreciation of music, history and appreciation of art, anthropology, interdisciplinary humanities, and ethnic/area studies follow in that order in the number of courses offered. There were 46 scheduled courses and two non-scheduled with 60 sections in music, constituting five percent of the total curriculum. The most frequent course, and in eight colleges the only course, was an introductory or survey appreciation course. Such a course is designed to guide the listening skills of non-majors into an awareness of the elements and structures of various musical forms and to stimulate a broader understanding of music as an art. Three colleges - Bellevue, Green River, and Whatcom - did not have any courses in music.

After the basic survey or appreciation course, a course on jazz was the most common, with nine colleges offering a course in this area. Skagit Valley was the only institution with non-scheduled courses in music. Here two individualized listener appreciation courses were available. In addition to a survey course, Shoreline had several music courses, but these were double listed in ethnic studies and were included within that discipline. Centralia had the largest number of offerings because of the flexibility inherent in their "Music in the Theater" course. Students could elect to take a complete course covering music in various theatrical mediums (i.e., ballet, movies) or they could take the individual units. Tacoma and Lower Columbia presented music appreciation on a non-credit basis.

Art history and appreciation was offered only as a scheduled credit class.

A total of 43 courses and 56 sections were available in Fall 1979. Neither Big Bend nor Olympia Technical offered any art courses. Fourteen colleges offered only one, a survey, appreciation, or history course, focusing primarily on Western art. Several schools offered both an introductory course on the various art media and appreciation or history course. All three courses were scheduled at Centralia. Although most of the art programs were quite limited, a greater number of specialized courses were available than in the music curricula. Columbia Basin, Fort Steilacoom, Olympic, Spokane Falls, and Seattle Central all had a course on a period or style in art (i.e., Renaissance, modern). Seattle Central offered four courses, the largest number available.

Anthropology is a difficult field to classify since it has both physical and cultural content. Only the cultural aspects of the discipline fall within the rubric of the humanities as defined by the National Endowment for the Humanities; the physical elements belong in the sciences. Thus the listing of courses and the discussion that follows is confined to courses that are either general or introductory or are primarily cultural in content.

Within this narrower view of the field there were 39 scheduled courses and one unscheduled, making up 4.5 percent of the total humanities curriculum. Again, as with art, there were no non-credit courses. Three schools - Olympia Technical, Skagit Valley, and Walla Walla - had no courses, and thirteen colleges offered one course. The title of this course varied but the content

generally surveyed man's cultural, social, and biological origins. South Seattle's single offering differed from the above in that it focused exclusively on women's cultural experiences, status, and roles. Colleges with more than one course generally offered a course in cultural anthropology or world cultures, the former stressing cultural and social systems and the latter, human similarities and cultural differences. Bellevue, Fort Steilacoom, North Seattle and Seattle Central all offered three courses, the largest number available. Bellevue's third course was a non-scheduled special project while Fort Steilacoom's and Seattle Central's third offering was on North American Indians. North Seattle's third course dealt with American cultural patterns and social strategies. Olympic was the only institution to offer archaeology.

In summary, the courses available within anthropology basically parallel university type courses. Never a strong discipline in the two-year college, little appears to have been done to appeal to the ever expanding number of career and non-degree students. Innovative course approaches and subject matter have been reported in the literature but such changes do not seem to have penetrated the curriculum in Washington.

While both interdisciplinary humanities courses and ethnic/area studies constituted four percent of the humanities curriculum, interdisciplinary humanities courses were slightly more numerous and they were available in more schools (17 as compared to 5 schools offering ethnic/area studies). Courses included under this rubric were quite diverse in scope, content, and method of presentation. There were 30 scheduled credit courses and seven non-scheduled special sutdies or projects listings for a total of 46 sections. In addition, Highline

and Lower Columbia each offered a non-credit humanities course, Eight colleges offered one course, generally a survey combining elements of literature, art, history, philosophy and sometimes science. Survey courses were sometimes team taught, and in other colleges the integration of disciplines was done by a single instructor. The T.V. program "The Long Search" was utilized at Lower Columbia as their one scheduled credit offering and at three other colleges it was used as an additional humanities course. Columbia Basin's six humanities courses were the largest number offered. In addition to two survey type courses, courses in comparative religion and women's heritage were offered as were two mini-lecture series at that institution.

The courses placed in the category of ethnic/women/labor studies and social science include the 34 scheduled courses that were identified under these headings by the colleges themselves. Each of these areas has counterparts within the traditional disciplines: a social science course on the Ancient World has content usually treated in history; a course in labor studies may overlap with history and political science; ethnic study courses on the Native Americans contain elements dealt with in anthropology; and other ethnic studies share dimensions, although the emphasis may differ, with courses offered under the departments of literature, music, or history.

Five colleges offered courses under this hybrid rubric, and three offered courses only in one of these four areas. Clark had one course in women's studies; Skagit Valley had two ethnic studies courses - one covering the major

American racial minorities and the other dealing solely with the Indian; and Yakima had four ethnic studies courses - two similar to Skagit Valley's plus one on ethnic women and another on affirmative action. Green River offered courses in two areas, an introductory course in ethnic studies and six courses under social science. The topics included under the later area were extremely diverse from a course on Vietnam to another on the ancient world. The T.V. course "Connections", presented as a non-scheduled class, was also placed under the area of social science.

Shoreline had by far the most extensive offerings in this composite discipline and while they labeled their courses as falling within three areas in actuality the content extended to all four. Only one course was offered under the social science heading but that course was entitled Women Studies and surveyed the concerns of women today. Another course under the ethnic studies heading focused on the abuse that women have traditionally accepted and alternatives available to them. Under labor studies four courses were available, again one of them focusing on women in the labor unions. Thus, although women studies per se were not offered, subject matter relevant to that field of study was covered.

Within the area of ethnic studies Shoreline offered 17 courses and 26 sections. Some of these were double listed under other disciplines but were only counted for this report under ethnic studies. The courses ranged from an introductory course surveying the minority groups in the U.S., to a course on the urban experience and contemporary issues of the different ethnic groups,

to courses dealing with specific minorities and aspects of their culture and history. The range of courses and content clearly marked Shoreline as the leader among Washington's two-year colleges in this potpourri of subject areas.

Courses in the remaining two disciplines, history and appreciation of theater and film, and cultural geography, constituted a very small percentage of the humanities curriculum (2.1 and 1.7% respectively). Nineteen courses were offered in theater and film and fifteen courses were offered in cultural geography.

An introductory course on theater was offered in 13 colleges. Placed under the drama department, such courses tend to be targeted for the non-major and give an overview of dramatic literature, theater history, scene and costume design, and styles of acting and directing. Bellevue, Fort Steilacoom and Yakima offered both an introduction to the theater and one course in film. The film course is also intended for the general student and presents an historical and aesthetic overview. Two non-credit courses in theater-going and appreciation were offered, one at Bellevue and one at Olympic.

Like anthropology, geography is a discipline that is split between physical and cultural content. The courses included in this study were only the introductory and specifically cultural ones. Seven colleges offered one course. Green River, Highline, Shoreline, and North Seattle had both an introductory course and a more specialized one. North Seattle's specialized course focused on China; Highline's was devoted to the Pacific North West; but the courses in the other two colleges were not directed to a specific geographic area.

Summary

To summarize, a total of 894 credit courses and 1222 sections offered within the humanities disciplines were listed in the Fall 1979 class schedules from the 27 colleges. These included both scheduled and non-scheduled classes. An additional 95 non-credit courses were offered generally under the Community Services/Continuing Education division. These figures are based entirely on the class schedules, and do not reflect the course and section cancellations that occur once the quarter has commenced. These numbers will be adjusted when the colleges report their course/section cancellations as part of the enrollment data that are being collected.

Foreign language courses including ESL made up 26.6 percent of all humanities courses offered. History was the next largest discipline (17.5%), followed by literature (13%) and philosophy (8%). (See Table 1) Every college offered at least one course in these disciplines, and certain colleges had exceptionally strong offerings. Bellevue's language program was extensive both in the number of languages offered and the availability of different levels within the languages. A number of colleges had available at least two credit level courses for the three major foreign languages - Spanish, French, and German. Several colleges enriched their foreign language programs by non-credit conversational courses. The largest ESL program was offered by Seattle Central.

The history curriculum centered around the U.S. history courses and world or western civilization courses. The largest history program was found at Highline. The staple of the literature curriculum was either the Introduction to Literature or Survey of American or British literature followed by a genre

course. Clark College and Columbia Basin had the most extensive offerings in this discipline. Basic to the philosophy curriculum was the introductorycourse followed by the introduction to logic. The largest number of philosophy courses were offered by Green River.

None of the other disciplines were offered in all 27 colleges. In terms of the number of courses offered and the percentage of the total humanities curriculum they were in descending order: political science (8%), history/appreciation of music (5.3%), history/appreciation of art (4.8%), cultural anthropology (4.4%), interdisciplinary humanities (4.1%), ethnic/area studies (3.8%), history/appreciation of theater and film (2.1%), and cultural geography (1.6%). (See Tables 1 and 2).

Some minor variation in the above order appeared when the number of sections offered within each discipline were examined. However, with the exception of foreign languages and to a lesser degree literature, the relationship between courses and sections as a percentage of the total curriculum was quite close. (See Tables 1 and 3).

American government formed the core of the political science offerings; the next most frequently offered courses were an introductory/survey and an international relations course. The largest number of political science courses were offered at Bellevue. The survey or appreciation course dominated the offerings in both music and art. The music survey course was followed in frequency by a course on jazz. Anthropology offerings were limited, and the course most

frequently offered was an overall survey of man's cultural, social, and biological origins. Within the interdisciplinary humanities discipline a survey course, sometimes team taught, was the unifying element in a group of otherwise quite diverse offerings.

Courses under ethnic/area studies were offered at five colleges. The program at Shoreline was clearly the largest, not only in the areas covered but in the number of courses offered and in the range of subject matter. When offered at all, history/appreciation of theater and film and cultural geography were presented through a single survey course.

In many cases the more extensive programs were located in the larger institutions. Small colleges, perhaps due to limited resources, may not have found it feasible to offer a variety of courses in the humanities area. However, the instructors at a given campus may well be the primary factor behind program strength.

An observation that was consistent across all the colleges was the degree to which curriculums within the various disciplines duplicated those found in four-year institutions. The large number of general introductory course surveys seemed to indicate that the curriculum is designed primarily for the AA or transfer-oriented student. Conversely, the general lack of specialized humanities courses - more apparent in some colleges than others - seemed to point to the necessity of designing courses to meet the educational needs and interest of non-transfer students.

TABLE 1

Percentage of Credit Humanities Courses and Sections by Discipline

	Courses (N=894)	Sections (N=1222)
Foreign Language/ESL	26.6	31.0
History	17.5	17.1
Literature	13.0	11.1
Philosophy	8.0	8.0
Political Science	8.0	7.3
Music	5.3	4.9
Art	4.8	4.5
Cultural Anthropology	4.4	4.7
Humanities	4.1	3.7
Ethnic/Area Studies	3.8	4.0
Theater/Film	2.1	1.5
Cultural Geography	1.6	1.7

TABLE 2

Percentage of Credit Humanities Courses by Discipline

for Washington's Two-Year Colleges, Fall 1979

(N=894)

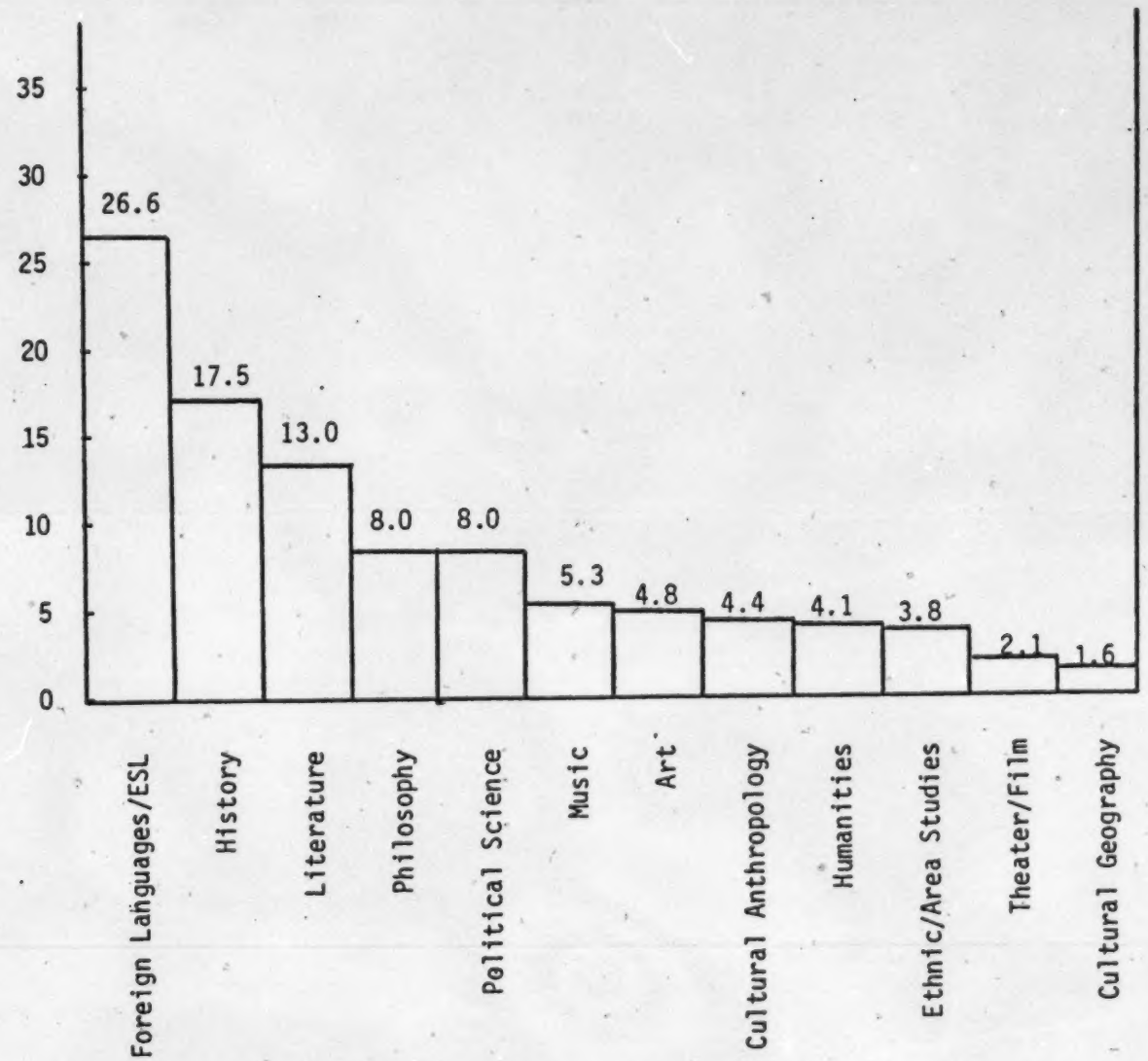
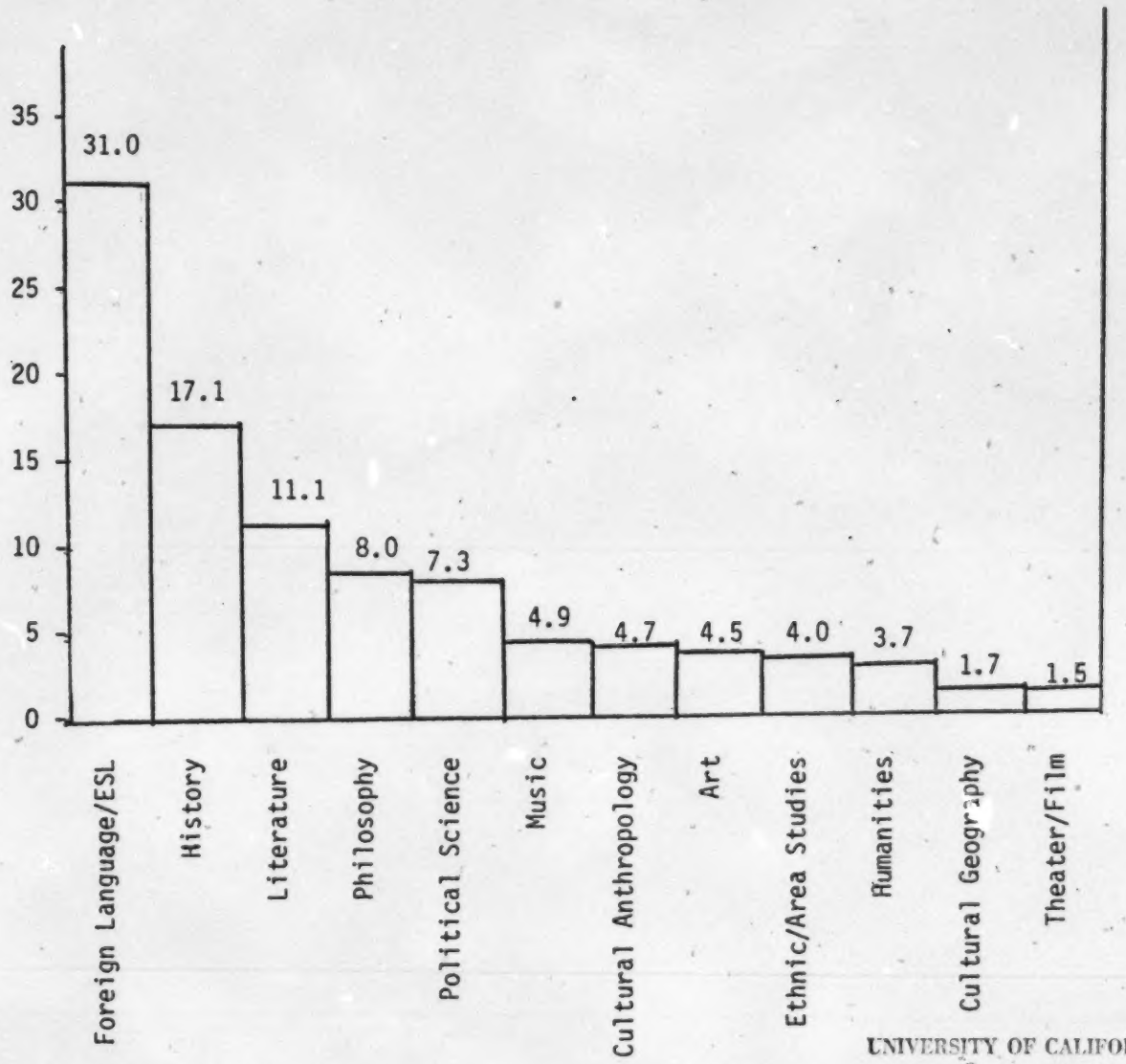


TABLE 3

Percentage of Credit Humanities Courses by Sections

for Washington's Two-Year Colleges, Fall 1979

(N=1222)



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